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## 中国地质大学研究生院

2004 年研究生入学考试试题

考试科目：英语（二外）

适用专业：外国语言学及应用语言学

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## Part I Reading Comprehension (25 points)

Directions: There are 5 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are 4 suggested choices marked [A], [B], [C] and [D]. Decide on the one best choice. Then write your answer on your answer sheet.

## Passage One

The science of meteorology is concerned with the study of the structure, state, and behavior of the atmosphere. The subject may be approached from several directions, but the scene cannot be fully appreciated from any one point. Different views must be integrated, to give a perspective to the whole picture.

One may consider the condition of the atmosphere at a given moment and attempt to predict changes from that condition over a period of a few hours to a few days ahead. This approach is covered by the branch of the science called synoptic meteorology.

Synoptic meteorology is the scientific basis of the technique of weather forecasting by means of the preparation and analysis of weather maps and aerologic diagrams. The practical importance of the numerous applications of weather forecasting cannot be overestimated. In serving the needs of shipping, aviation, agriculture, industry, and many other interests and fields of human activity with accurate weather warnings and professional forecast advice, great benefits are reaped in terms of the saving of human life and property and in economic advantages of various kinds. One important purpose of the science of meteorology is constantly to strive, through advanced study and research, to increase our knowledge of the atmosphere with the aim of improving the accuracy of weather forecasts.

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The tools needed to advance our knowledge in this way are the disciplines of mathematics applied to the solution to meteorological problems. The use of these tools forms that branch of the science called dynamic meteorology.

1. Which of the following is the best title for the passage?  
[A] The limitations of Meteorological Forecasting  
[B] New Advances in Synoptic Meteorology  
[C] Approaches to the Science of Meteorology  
[D] The Basics of Dynamic Meteorology
2. The predictions of synoptic meteorologists are directly based on the \_\_\_\_\_.  
[A] application of the physical sciences  
[B] preparation and study of weather, maps  
[C] anticipated needs of industry  
[D] observations of commercial airline pilots
3. Which of the following is not referred to by the author as a field whose needs are served by weather forecasting?  
[A] Transportation  
[B] Manufacturing  
[C] Farming  
[D] Sports
4. Which of the following statements best describes the organization of the third paragraph of the passage?  
[A] A procedure is explained and its importance is emphasized  
[B] Two contrasting views of a problem are presented  
[C] Recent scientific advancements are outlined in order of importance  
[D] A problem is examined and possible solutions are given
5. In the last sentence of the passage, the phrase "these tools" refers to \_\_\_\_\_.  
[A] weather forecasts  
[B] meteorological problem  
[C] mathematics and physics  
[D] economic advantages

#### Passage Two

During the initial stages of instructed L2 acquisition students learn

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a couple thousand, mainly high frequency words. Functional language proficiency, however, requires mastery of a considerably larger number of words. It is therefore necessary at the intermediate and advanced stages of language acquisition to learn a large vocabulary in a short period of time. There is not enough time to copy the natural (largely incidental) L1 word acquisition process. Incidental acquisition of the words is only possible up to a point, because, on account of their low frequency, they do not occur often enough in the L2 learning material.

Acquisition of new words from authentic L2 reading texts by means of strategies such as contextual deduction is also not a solution for a number of reasons. There appears to be no alternative to intentional learning of a great many new words in a relatively short period of time. The words to be learned may be presented in isolation or in context. Presentation in bilingual word lists seems an attractive shortcut because it takes less time than contextual presentation and yields excellent short term results. Long term retention, however, is often disappointing, so that contextual presentation seems advisable.

Any suggestions on how to implement this in pedagogic contexts should be based on a systematic analysis of the two most important aspects of the L2 word learning problem, that is to say, selecting the relevant vocabulary (which and how many words) and creating optimal conditions for the acquisition process. This article sets out to describe a computer assisted word acquisition programme (CAVOCA) which tries to do precisely this: the programme operationalises current theoretical thinking about word acquisition, and its contents are based on a systematic inventory of the vocabulary relevant for the target group. To establish its efficiency, the programme was contrasted in a number of experimental settings with a paired associating method of learning new words. The experimental results suggest that an approach combining the two methods is most advisable.

6. From what the author said in Paragraph 1, it can be inferred that \_\_\_\_.
- [A] L2 students should make full use of incidental acquisition of the words to enlarge their vocabulary
- [B] Advanced students should master at least a couple thousand high frequency words

- [C] Advanced students should acquire a large number of words so as to improve their functional language competence.  
[D] It is impossible for L2 students to master a larger number of words in a short time

7. One of the most effective ways to master a larger number of vocabulary for a comparatively long time may fall on \_\_\_\_\_.

- [A] presentation in bilingual word lists  
[B] contextual presentation  
[C] presentation in isolation  
[D] attractive presentation

8. What does the word "pedagogic" in the third paragraph mean?

- [A] of teaching  
[B] practical  
[C] following  
[D] difficult

9. According to the third paragraph, the CAVOCA programme aims to \_\_\_\_\_.

- [A] select the relevant vocabulary  
[B] create optimal conditions  
[C] bring current theoretical thinking about word acquisition to a better use  
[D] find out optimal approach to enlarge L2 students' vocabulary

10. The best title of this passage should be : \_\_\_\_\_.

- [A] Computer Assisted Second Language Vocabulary Acquisition  
[B] Abstract of Computer Assisted Second Language Vocabulary Acquisition  
[C] Systematic Approach to Improve Vocabulary Acquisition.  
[D] Abstract of Systematic Approach to Improve Vocabulary Acquisition

### Passage Three

Feeling oppressed by work? You're in good company. Last month, a health magazine survey of some 1,500 men found nearly half

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of them complaining that their jobs dominated their lives. The average age of these men was only 33, yet a quarter of them feel permanently exhausted.

It wasn't meant to be that way. Twenty years ago, people worried about the upcoming leisure revolution. Books such as Christopher Evans's *Mighty Micro*, which appeared in 1979, warned that, as computers replaced people, we faced an epidemic of under-employment. Instead, technology has chained us to our desk, to struggle with information overload and repetitive strain injury. We, wage slaves, are more enslaved than ever.

By contrast, medieval peasant did almost no work. In Rural France, for example, the family took to its bed for winter because nothing useful could be done in the fields and no one could afford heating. Even the warmer months were punctuated by their share of the 150 annual holy days, or holidays when labour was suspended for worship. And regardless of the season, no medieval peasant worked after dark.

But as the agricultural and industrial revolutions accelerated, things changed. Artificial light enabled people to spin or weave after dark or during the winter. Coal and other novel source of heat encouraged folk to rise from their beds—and work. Even plentiful food, once so scarce, proved a mixed blessing, for the better-fed are capable of more sustained labour. As the opportunities for work accelerated, so we embraced them. Not only have we lost most of the 150 holidays but even Sunday has gone the way of the secular six.

We do not have to work every available hour—we choose to. In his *Mighty Micro* Evans supposed that people could be satisfied through wealth, but people never are. They always want more. Cars, dishwashers, home computers and, for the seriously rich, private jets ought to free up time for more leisure. Instead, we end up working harder than ever to buy bigger and better versions of these technologies.

In an age of e-mail, the Internet and globalised markets, there are no limits to work. A brave few will downsize, but they will abandon money and the status it bestows. The dominant human imperative, in all cultures and at all times, has been the drive for status, and today's technologies have only freed us to be truly ourselves.

11. Of the 1,500 men surveyed by a magazine \_\_\_\_\_ feel depressed by work.  
[A] all of them [B] half of them  
[C] 33 of them [D] a quarter of them
12. According to the passage, computers have \_\_\_\_\_.  
[A] brought about a lot of unemployment  
[B] replaced people.  
[C] created more work stress  
[D] brought us more leisure time
13. Medieval peasants didn't have a lot of work to do because \_\_\_\_\_.  
[A] they had no technology  
[B] they were lazy  
[C] they didn't like to work in the evenings  
[D] they had longer winters
14. People today work every available hour because \_\_\_\_\_.  
[A] they get satisfaction from work  
[B] they have to do so to keep body and soul together  
[C] there are so many mouths to feed  
[D] they are greedy
15. According to the passage, the dominant human motive is to \_\_\_\_\_.  
[A] work together  
[B] develop more advanced technology  
[C] run after status  
[D] create more work

**Passage Four**

Serious speech problems in early childhood are caused primarily by faulty genes and not by a lack of parental attention or other environmental factors, the latest research suggests.

Robert Plomin of the Institute of Psychiatry in London and colleagues in Cambridge, Southampton and Seattle have studied more

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than 3,000 sets of twins born in 1994 in England and Wales. Walshaw asked parents to fill out a questionnaire on their children's birthday reporting which words out of a list 100 the toddlers had to use. Language ability varies greatly at that age, with some children able to utter only a few simple syllables, while others have hundreds of words.

Plomin and his colleagues wanted to know how much genes contributed to normal variation across the population. They also wanted to find out whether children at the lower extreme were just the tail end of the normal continuum or were qualitatively distinct. The latter would suggest that severe language impairment is a distinct genetic syndrome.

Children whose language was most seriously impaired did seem to form a separate category. Where one identical twin was in the bottom 5 per cent for vocabulary size, there was an 81 per cent chance that the other twin, who shared the same genes, would be in the same category. For non-identical twins of the same sex, who are no closer genetically than other siblings, this figure was only 42 per cent.

A more sophisticated analysis, accounting for cases in which one twin was only just outside the 5 per cent cutoff, confirmed this finding. "It was quite a striking effect," says Dorothy Bishop of the University of Cambridge, a member of the team. Across the rest of the study group, however, genes appeared to account for relatively little of the variation in linguistic ability.

Plomin and his colleagues are still studying the group, who will be four years old this year, to hunt for specific genes linked with language problems.

16. According to the passage, the main cause of speech problem in early childhood is \_\_\_\_\_.
- [A] faulty genes
  - [B] lack of attention from parents
  - [C] environment factors
  - [D] lack of chances for practice
17. Robert Plomin and his colleagues found that there were great difference in language ability when the 3,000 sets of twins

were \_\_\_\_\_.

- [A] born
- [B] 1 year old
- [C] 2 years old
- [D] able to use hundreds of words

18. The purpose of Robert Plomin's study is to find out \_\_\_\_\_.

- [A] how big the difference between language abilities across the nation is
- [B] why twins develop different language abilities
- [C] the role gene plays in the development of children's language ability
- [D] the tail end of the normal continuum of language ability

19. From this passage we can see that \_\_\_\_\_.

- [A] twins who share the same genes are more likely to meet with language problems
- [B] identical twins have more similar language abilities than non-identical ones
- [C] non-identical twins are less genetically connected than other siblings
- [D] 81% of the 3,000 sets of twins studied by Robert Plomin are identical twins

20. Which of the following statements is TRUE?

- [A] It is certain that the variation in linguistic ability is caused mainly by genes
- [B] Robert Plomin and his colleagues have obtained the same result from their studies
- [C] The study conducted by Robert Plomin and his colleagues will be completed when the twins become 4 year old.
- [D] Robert Plomin and his colleagues are not sure about what specific genes are connected with language problems.

#### Passage Five

New, huge paintball park is good, messy fun.

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Paintball players can capture one of the biggest flags of all at Challenge Park Xtreme, a 150-acre fun-and-game fireproof that opened last month in Joliet and is unlike anything else in the U.S.. Most paintball fields—where the game Capture the Flag is commonly played—are half the size of Challenge park and are really nothing more than cordoned-off woodlands.

Challenge Park does resemble a forest preserve but one with a fort, a gleaming six-by-six-block complex of city streets with storefronts, a bombed-out cliffs and other venues carved into it.

Challenge Park Xtreme also has a BMX area with lips and ramps to test daredevil cyclists. In the works are areas for skaters, boarders and wall-climbers, as well as a 2 1/2-mile mountain bike trail.

Paintball has been around for years. In the most common two-team game, each team tries to defend its flag by splattering the opposition with paint capsules in a bid to haul away the opponent's banner. Once you've been hit, you must declare yourself out, or a referee will call you out. At Challenge Park, games are 20 minutes long.

Challenge Park Xtreme aims to take the sport mainstream, hoping eventually to hit the 150,000-visitor-a-year mark. That means hardcore players and first-timers will share the same park, but on weekends, Challenge Park separates beginners and advanced players into different 20-minute games. Regardless of the day, everybody receives instruction before hitting the fields.

Private, all-day games are available for \$25 to \$50 a person, including gun rental and paint.

The park is open from 10 a.m. to 5 p.m. Wednesdays through Sundays year round. Admission is \$10. A basic semiautomatic air gun rents for \$10, which includes park-required safety goggles and refills of compressed air needed to fire the paintballs. You can buy 10 paintballs for \$1; 100 for \$12; and 500 for \$22.

For information and directions, call 815-729-1343, or visit [www.challengepark.com](http://www.challengepark.com) and click on the green "Challenge Park Xtreme" button. Recently, some Tribune staffers picked up paintball guns for the first time. Some tips from the battlefield:

Some advice about the blackflipping daredevils on the BMX ramps: If you're a parent, don't watch. Being hit by the capsules,

which travel at 200 m.p.h., hurts. The pain feels like someone twisting your skin. Expect to be bruised.

When we were there, a couple preteens were unnerved to see a gun barrel pointed at them. But at least a dozen other kids had a ball. Before playing, you must sign a waiver acknowledging you could die playing paintball. Owners say they have a great safety record at their other parks and say they can airlift an injured person to any nearby hospital if necessary.

We all can't wait to go back.

21. The above excerpt is adapted from \_\_\_\_\_.  
[A] a prose  
[B] an advertisement  
[C] a notice in a bulletin  
[D] a tourist guide
22. The phrase "daredevil cyclists" can probably mean \_\_\_\_\_.  
[A] reckless bicycle riders  
[B] adventurous bicycle or motorcycle riders  
[C] people capable of making any risks  
[D] youngsters defying any dangers
23. All the following points are mentioned on Challenge Park Xtreme in the passage EXCEPT \_\_\_\_\_.  
[A] capturing one of the biggest flags of all at the park  
[B] splattering the opposition with paint capsules  
[C] renting a basic semiautomatic air gun to the players  
[D] ensuring absolute safety for the game players
24. If any hurt or injury has happened to the players, they would be \_\_\_\_\_.  
[A] sent home by the park staffers  
[B] sent to a near hospital by air  
[C] offered full amount of medical insurance  
[D] asked to sign a waiver acknowledgment
25. The service items the park can provide the players

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with \_\_\_\_\_.

- I. renting guns and paintballs
- II. safety goggles and compressed air refilling
- III. some tips from the battlefields

- [A] I only
- [B] II only
- [C] I and II
- [D] II and III

**Part II      Vocabulary      (20 points)**

**Section A**

Directions: *There are 10 items in this section. For each item there are 4 suggested choices marked [A], [B], [C] and [D]. Choose the one that best completes the item. Then write your answer on your answer sheet.*

26. Sometimes a bus \_\_\_\_\_ gets on the bus and checks  
[A] officer                      [B] conductor  
[C] agent                        [D] inspector
27. These are several landlords approved by the university who can take in \_\_\_\_\_.  
[A] settlers                      [B] inhabitants  
[C] lodgers                       [D] residents
28. He fell in love with her at first \_\_\_\_\_.  
[A] scene                        [B] sight  
[C] view                          [D] look
29. I have promised to help you and I'll \_\_\_\_\_ my word.  
[A] hold                          [B] follow  
[C] slack                         [D] keep
30. Perhaps the most important \_\_\_\_\_ of the new British was London's Post Office Tower at that time.  
[A] symbol                       [B] sign

[C] sight [D] scene

31. He found his usual corner seat \_\_\_\_ at the pub, so he had to look for another one.

[A] empty [B] occupied  
[C] free [D] held

32. You can't learn anything with a \_\_\_\_ attitude.

[A] noticeable [B] motive  
[C] positive [D] negative

33. If you have high blood pressure, you should \_\_\_\_ eating too much salt.

[A] escape [B] suggest  
[C] avoid [D] relieve

34. We will \_\_\_\_ that difficulty before we carry out our new plan.

[A] remove [B] attack  
[C] overcome [D] finish

35. It's a good thing for a/an \_\_\_\_ to explain this difficult subject.

[A] surgery [B] sponsor  
[C] specialist [D] employer

### Section B

Direction: There are ten incomplete sentences in this section. For each sentence there are four choices marked [A], [B], [C] and [D]. Choose the one that best completes the item. Then write your answer on your answer sheet.

36. I must contact my lawyer before I make my final decisions.

[A] connect with [B] communicate with  
[C] get in touch with [D] have a link with

37. He is so busy that he can hardly afford a day away from work.

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- [A] waste [B] pay  
[C] spend [D] offer
38. John seems content just to sit in front of the television.  
[A] disappointed [B] pleasant  
[C] satisfied [D] delightful
39. If you want to the job, you must conquer your fear of heights.  
[A] oppose [B] fight  
[C] hide [D] overcome
40. This country has deeply rooted belief in free trade.  
[A] unchangeable [B] stiff  
[C] definite [D] keen
41. Once the computer is programmed, it can work much faster than any person can.  
[A] controlled [B] ordered  
[C] adjusted [D] adopted
42. Concerning your letter, I am pleased to inform you that your plans are quite acceptable to us.  
[A] With regard to [B] Contrary to  
[C] In contrast to [D] Regardless of
43. Your complaint must be made through the proper channels.  
[A] effects [B] background  
[C] means [D] relations
44. The young man was captured trying to escape from the country.  
[A] arrested [B] spotted  
[C] sentenced [D] prisoned
45. Can you give more background on the company's financial position?  
[A] understandings [B] purposes  
[C] benefits [D] information

## Part III Translation (25 points)

## Section A

Directions: Translate the following underlined part from English into Chinese. Write your translation on the answer sheet.

It is in the nature of things that the target text displays only the translator's final decision-making process; they do not have access to pathways leading to decisions, to the dilemmas to be resolved by the translator. What is available for scrutiny is the end-product, the result of translation practice rather than the practice itself. In other words, we are looking at translation as product instead of translating as process. Bell suggests that the tendency to ignore the process involved in the act of translating lies behind the relative stagnation of translation studies in recent years. If we treat text merely as a self-contained and self-generating entity, instead of as a decision-making procedure and an instance of communication between language users, our understanding of the nature of translating will be impaired.

The view that underlies this book, then, is of translation as a process, involving the negotiation of meaning between producers and receivers of texts. In other words, the resulting translated texts is to be seen as evidence of a transaction, a means of retracing the pathways of the translators, decision-making procedures. In the same way, the source text is an end-product and again should be treated as evidence of a writer's intended meaning rather than as the embodiment of the meaning itself. In translating metaphor, for example, there is little point in seeking to match target-language words with those in the source-language in isolation from a consideration of the writer's whole world-view. Occurrences of metaphor have a cumulative effect which suggests a particular perception of reality and it is this which the translator seeks to capture.

In this sense, texts can be seen as the result of motivated choice: producers of texts have their own communicative aims and select lexical items and grammatical arrangement to serve those aims.

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Naturally, in translating, there are potentially two sets of motivations:  
those of the producer of the source text and those of the translator.

**Part IV Guided Writing (30 points)**

Directions: *For this part, you are to write a composition of 200 words or so about **Why Do You Study for Your Master's Degree?** You should explain your reasons for your choice of learning for your master's degree. Please remember to write it clearly on the composition sheet.*

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